

Portland State University
Graduate School of Education
CI 512 Teaching and Learning
Summer 2010

Preparing professionals to meet our diverse community's lifelong educational needs.

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Students needing an accommodation should immediately inform the course instructor. Students will be referred to Disability Services (503-725-4005) to document their disability and to provide support services when appropriate.

Course Description:

Principles of human learning and related practices for classroom teaching. The psychology of learning in a school setting includes both individual and group generalizations. The roles and functions of a classroom teacher as a facilitator of learning, and a decision maker concerning pupil needs and achievement. (*As described in PSU Bulletin*)

The Graduate School of Education's Conceptual Framework

Prepare our candidates to provide leadership in:

Vision - Preparing professionals to meet our diverse communities' lifelong educational needs			
			
Diversity and inclusiveness Candidates work effectively with diverse populations (1.1) Candidates promote inclusive and therapeutic environments (1.2)	Research-based practices and professional standards Candidates critically analyze and implement research-based practices (2.1) Candidates demonstrate appropriate professional knowledge, skills, and dispositions (2.2)	Impact on learning and development Candidates ensure that all learners and clients succeed (3.1) Candidates use technology to enhance learning and development (3.2) Candidates influence policy and provide leadership for organizations (3.3)	Evidence-informed decision making Candidates use evidence to address problems of practice and make informed educational and therapeutic decisions (4.1)

TSPC Initial Teaching Standards:

All five of the TSPC Initial Teaching Standards will be addressed in this course:

1. Plan instruction that supports student progress in learning and is appropriate for the developmental levels.
2. Establish a classroom climate conducive to learning.
3. Engage students in planned learning activities
4. Evaluate, act upon and report student progress in learning
5. Exhibit professional behaviors, ethics, and values

Essential Questions:

1. How do people learn?
2. What is the relationship between teaching and learning?
3. What is intelligence?

4. What does it mean to learn something?
5. What are the some of the unique characteristic of adolescent learners?
6. What learning theories and research influence educational practices in schools?
7. How can I apply educational theories to my practice?
8. How does culture affect learning?

COURSE OBJECTIVES AND OUTCOMES:

Students will:	TSPC standard	Conceptual Framework	Evidence achieved
Articulate current learning theories including behaviorism, classic developmental psychology, multiple intelligences, cognitive psychology, and recent neuroscience findings as applied to classroom practice.	1,2	2,3	In class discussion, role plays, reflective writings, theory summary chart, final exam, final paper
Apply multiple learning theories while making pedagogical decisions including curricula designing in order to meet the needs of diverse student populations.	1,2	2,3	Writing lesson plans, identifying implications on learning profile chart,
Both select existing assessment tools and design one's own assessment tools that reflect an understanding of learning theories.	4	4	Writing assessments, final exam analysis
Understand the cultural influences impact on learning and the classroom	2,5	1	Readings, Discussion, reflective writing, learning profile analysis

Required Reading:

- (Available electronically)
http://www.nap.edu/openbook.php?record_id=6160&page=R1) Bransford, J., Brown, A. & Cocking, R. (Eds.) (2000). *How people learn: Brain, mind, experience, and school*. Washington, D.C: National Research Council: Committee on Developments in Science of Learning. National Academy Press.

Required Online readings:

- Overview of Sternberg's triarchic theory of intelligence
- <http://wilderdom.com/personality/L2-2SternbergTriarchicTheory.html> Overview of Multiple Intelligence theory
- http://www.thomasarmstrong.com/multiple_intelligences.htm
- Overview of Cognitive Constructivism <http://viking.coe.uh.edu/~ichen/ebook/et-it/cognitiv.htm>
- 11. Overview of Social Constructivism <http://viking.coe.uh.edu/~ichen/ebook/et-it/social.htm>

- 12. 500 Word Summary of Dewey's "Experience & Education"
<http://wilderdom.com/experiential/SummaryJohnDeweyExperienceEducation.html>
(James Neill Last updated: 01 Oct 2005)
- Overview of Cooperative Learning <http://www.co-operation.org/pages/cl.html>

Required Supplementary Readings available on electronic reserve through the PSU library website course reserves (password is ruben)

- Bailey, F. & Pransky, K. (Winter 2005). Are "Other people's children" constructivist learners too?" *Theory into Practice*, 44(1), 19-26.
- Brown, D. & Canniff, M. (September 2007). Designing curricular experiences that promote young adolescents' cognitive growth. *Middle School Journal*. 39 (1) 16-23.
- Delaney, C & Shafer, F, K. (September 2007). Teaching to multiple intelligences by following a "slime trail". *Middle School Journal*. P38-42.
- Deweck, C. (December 2007/January 2008). The secret to raising smart kids. *Scientific American Mind*.p37-43.
- Greene, A.j. (July/August 2010). Making connections: The essence of memory is linking gone thought to another. *Scientific American Mind*. P22-29.
- Hatwell, J.A. (Winter 2006). ABC's of differentiation. *New Teacher Advocate*. Indianapolis, IN: Kappa Delta Phi Publications.
- McCabe, P. (July/August 2006). Convincing students they can learn to read: Crafting self-efficacy prompts. *The Clearing House*.p252-257
- Mercer, C et.al. (July 1996). Empowering teacher and students with instructional choices in inclusive settings. *Remedial and Special Education*. 17 (4) 226-236. Kappa Delta Phi
- Tomlinson, C. (February 2010). One kid at a time. *Educational Leadership*. 67 (5) p12-17.
- Vokum, M. J. & Bigelow, T. P. (November 2008). Dude, what choice do I have? *Educational Leadership*. 66 (3) p 70-74.
- Willingham, D. T. (April 2009). Why don't students like school? retrieved from <http://www.tcrecord.org/PrintContent.asp?contentID=15609>
- Willis, J. (Summer 2007). The neuroscience of joyful education. *Educational Leadership*. 64 1-5/ Educational Practice Educational Researcher 30 (4) p3-14)

Additional References to explore (optional).

- Bloom, F.E., Beal, MF, & Kupfer, D. (Editors). (2003). *The Dana Guide to Brain Health*. NYC: Dana Press.
- Dewey, J. (1938). *Experience and education*. New York: Collier Books.
- Frender, G. (2004). *Learning to learn*. Nashville: Incentive Publications.
- Goleman,D. (1995). *Emotional Intelligence: Why it can matter more than IQ*. NYC: Bantam Books.
- Johnson, D & Johnson, R. (1988). *Cooperation in the classroom*. Edina, Minn: Interaction Book Company.
- Kaufeldt, M. (1999). *Begin with the brain: orchestrating the learner-centered classroom*. Tucson, AZ: Zephyr Press.
- Lenz, K., Deshler,D. & Kissam,B. (2004). Teaching content to all : Evidence-based inclusive practices in middle and secondary schools. Boston, MA: Allyn & Bacon.
- Marzano, Robert (2003). *Classroom Instruction that Works Research-Based Strategies for Increasing Student Achievement*._ Alexandria, VA: Association for Supervision and Curriculum Development.
- Phillips, D.C. & Jonas, F. S. (1998) *Perspectives on learning* 3rd Edition. NY, Teachers College Press.

- Sternberg, R. & Grigorenko, E. (2000). *Teaching for successful intelligence to increase student learning and achievement*. Arlington Heights, IL: Skylight Professional Development.
- Stronge, James H.(2007). *Qualities of Effective Teachers*.. Alexandria, VA; Association for Supervision and Curriculum Development. Tomlinson, C.A. & McTighe,J. (2006). *Integrating differentiated instruction & Understanding by design: Connecting content and kids*. Alexandria, VA: ASCD
- Wink, J. (2005). *Critical pedagogy: Notes from the real world*. 3rd Ed. Boston,MA: Pearson, Allyn & Bacon.
- Wink, J & Putney, L. (2002). *A vision of Vygotsky*. Boston: Allyn & Bacon.
- Wolfe, P. (2001). *Mind, Memory, and learning: Translating Brain Research to classroom Practice*. Alexandria, VA: ASCD.

Course Outline: (Subject to Change) (Course objectives addressed-C.O.)*

Date	Topic	Homework due
8/24	<ul style="list-style-type: none"> • What does it mean to learn something? What is the relationship between teaching and learning? • Course Organizer • “Get Smart” • Chapter 1:key learnings and implications 	Before class: Read Bransford’s chapter one before class
8/31 * C.O. 1,2	<ul style="list-style-type: none"> • Review the science of learning and classroom implications • Review Blooms/ learning for understanding • Definitions of Intelligences, IQ, Gardner, Sternberg, • Introduce graphic organizer for learning theories • Writing a lesson plan 	Before class: Read: <ul style="list-style-type: none"> • Online overview of Sternberg’s Triarchic theory • Online overview of MI Reflective Writing on BB: <ul style="list-style-type: none"> • Give an example of an activity you could assign that asks students to use/apply knowledge in the classroom. • Take the online MI survey and print out results to share in results – • Write a one paragraph reflection on the MI survey process on BB.

9/7 * C.O. 1,2	Share probing questions <ul style="list-style-type: none"> • Expert/ Novice • Learning & Transfer • Information Processing Theory • The Mind and Brain • Sharing MI lesson plan 	Before class: Read: <ul style="list-style-type: none"> • Bransford Chapter 2, 3, 5 • Greene (on electronic reserve) Reflective Writing: Write 2 key points and one probing question for each chapter you read. Lesson Designing Design a lesson that uses a minimum of 2 or 3 types of Gardner's multiple intelligences (label them)
9/11 * C.O. 1,2 * C.O. 1,2	<ul style="list-style-type: none"> • Behaviorism, Constructivism and Social Constructivism • Instructional Scaffolding • Dewey- Student centered learning • Personal, Social & Moral Development: Kohlberg, Gilligan. Perspective taking • Emotion and learning • Cooperative Learning • Share CL lessons • Collaborative write a CL lesson • Mock Dialogue between different theorists 	Before class: Read: <ul style="list-style-type: none"> • Bransford Chapter 4, 6 • online overview of cognitive development and social Constructivism, • Brown & Canniff article (on electronic reserve) • online overview of Elements of Cooperative Learning, Pick 1 out of the 2 following articles to read: <ul style="list-style-type: none"> ○ McCabe ○ Dweck article, Reflective writing: <ul style="list-style-type: none"> • Write 2 key points & one probing question for each chapter and article • Describe your experience with "group work"? • In your own words write a definition of differentiated curriculum design and why it might be important Lesson Designing: Design a lesson that taps students' prior knowledge to help them access new knowledge
9/14 CO2 &4	Diversity of learners <ul style="list-style-type: none"> • Differentiated Curriculum • Write differentiated lesson plan in cooperative groups • Performance tasks/ authentic Assessment • Writing a summative exam using Blooms 	Before Class; Read: Pick 1 of the 2 following articles <ul style="list-style-type: none"> • Mercer article • Bailey & Pransky article Pick 1 of the 2 following articles <ul style="list-style-type: none"> ○ Tomlinson article ○ Hartwell article Pick 1 out of the 3 following articles to read: <ul style="list-style-type: none"> ○ Willingham article ○ Willis article, ○ Vokum Be prepared to teach peers about the key elements of articles you read Complete final paper – upload on Tk20 by 9/19
9/21 CO3	<ul style="list-style-type: none"> • Final Exam/ • Go over exam in class • Reflection • Learning Profile discussion 	Before class: Complete Learning Profile (see evaluation section for complete description) Reflective Writing: Describe what formative assessment your cooperating

	<ul style="list-style-type: none"> • Sharing philosophy papers • Evaluation 	teacher as conducted so far to establish baseline data on your students.
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Evaluation	Course Objectives addressed (C.O.)*	
Assignment	Assessment Criteria	Due Date
Participation (10 points) (C.O. 1,2,3) *	<ul style="list-style-type: none"> • Attends class each day prepared & actively participates in class activities. • If must miss class, contacts instructor ahead of time & before the next class emails assignment & additional written reflection based on prompt provided by instructor 	On-going
Reflective Writing 4 points per day– 4 written assignments = 20 pts)(C.O. 2)*	<ul style="list-style-type: none"> • Submitted on BB • Addressing each prompt on list, • Makes connections between readings and personal experience • Length: Approximately 1 page each time 	On-going
Lesson Designing: Total 20pts (C.O.2&3)*	Individual lesson plans will be typed/ and include lesson objectives linked to state standards as well as specific criteria of lesson	See below
Lesson plan 1: uses m.i. (5pts)	Uses a minimum of 2 or 3 types of Gardner’s intelligences (explicitly labeled)	9/4
Lesson plan 2: accesses students prior knowledge (5pts)	<ul style="list-style-type: none"> • Helps students connect their known to the unknown 	9/11
Lesson plan 3: uses cooperative learning elements (5pts)	(In Class small group) Explicitly label the social skill focus, roles, and positive interdependence & individual accountability, include debriefing process- use template provided	9/11
Lesson plan 4: Differentiated(5pts)	(In Class small group) write a lesson where content, process, and product are differentiated	9/14
Personal Perspective on Learning Theories Final Paper (20 points) (C.O 1)	TK20 Key Assignment, Final Paper (see scoring guide) (4-6 pages) that summarizes your perspective positions regarding teaching and learning. The paper will have three complementary sections: <ol style="list-style-type: none"> 1. a summary of the most relevant current theories of teaching and learning;; (Survey.) 2. a clear description of the theory or theories that the writer views as most closely aligned with her/his own educational philosophy; (Zoom in.) and 3. a description of how the writer imagines this perspective to manifest in their classroom with respect to their teaching and their students’ learning. (Make it personal.) 4. Use proper APA citations 	9/19
Final Exam (10 points) (C.O. 1,2,3)*	Correctly answers questions as well as correctly identifies the level of question based on Bloom’s Taxonomy	9/21

Learning Profile (20 points) (C.O 1)	Observe a group of students for a minimum of 5 hours. Take notes. Write a learning profile of at least 4 students in your classroom field site. Select a variety of students based gender, academic success, culture. etc.. In a grid, note what you have learned about your students as learners- place them within the context of Piagetian, Kolberg, and Selman's stages of development. Note how students' cultures influence the classroom. Note if student is on IEP, 504, or GLP or if the CT is considering referring a student for screening. Note which multiple intelligences would be each student's strong suit. Make sure to include a column of implications based on your observations (see checklist)	9/21
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Attendance and Tardiness

You are expected to attend all class sessions, participate in both online and in- class discussions, and exhibit a sincere interest in learning. Your behavior needs to reflect a professional attitude, one that is eager to learn and helpful to others. You are also expected to read the text for each week. It is your responsibility to arrange for any missing work as a result of absences. Personal contact must be made to arrange for make-up work, make-up exams, or possible assignment adjustments. If you miss class for any reason, you will be expected to write a 1-page paper on the topic of the class that you missed. You can ask the instructor for further instructions about the paper before or after the missed class.

Policy for Late Assignments

Late assignments will be accepted up to one week after due date with lower grade.

Academic Integrity

In the PSU Student Conduct Code # 577-031-0136

Proscribed Conduct by Portland State University

The following constitutes conduct as proscribed by Portland State University for which a student or student organization or group is subject to disciplinary action:

* Obstruction or disruption of teaching, research, administration, disciplinary procedures or other University activities, including the University's public service functions or other authorized activities on University-owned or -controlled property, or any other location where teaching, research, administration, disciplinary procedures or other University activities take place.

- * All forms of academic dishonesty, cheating, and fraud, including but not limited to:
- * Plagiarism,
- * The buying and selling of course assignments and research papers,
- * Performing academic assignments (including tests and examinations) for other persons,
- * Unauthorized disclosure and receipt of academic information and
- * Falsification of research data.

Scoring Guide for Personal Perspectives on Teaching and Learning

CI 512 Teaching and Learning

Portland State University

Name _____ Date _____

	No evidence	Some evidence	Substantial evidence
Summarizes at least three theories of teaching and learning.			
Articulates an educational philosophy that includes at least one theory of teaching and learning.			
Applies age-appropriate application of teaching and learning theory within a cultural and community context.			
Applies teaching and learning theories that promote opportunities for all students to learn.			
Uses knowledge of teaching and learning theories to depict respectful, supportive and challenging learning environments.			

Check list for Learning Profile Chart

Includes at least 4 students examined representing a range of learners	
Includes evidence to explain your inferences as to cognitive, moral and social developmental stage	
Includes information on special needs: ELL, IEP, GLP	
Includes information on learning style/ potential MI strengths	
Includes information on interests	
Included implications for practice based on data	